Submitted Final Evaluation For

Spring 2019

end

All likert scale responses are on a scale of 1 to 5.
Any blanks were left empty by the student or chosen as N/A.

WRT: 105   **Title:** Is Rational Moral Disagreement Possible   **CRN:** 42968

1. At the beginning of the semester, how interested were you in taking this course?

3

2. How would you rate your current level of interest?

4

Please Explain:

3. Do you feel adequately challenged by this course?

I did, as the formal assignments were difficult at first to wrap your head around(in a good way).

4. How clear were the following:

4 Course goals

4 Instructions for formal assignments

3 Instructions for informal/homework assignments

4 Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

3 Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

4 Composing for different purposes (i.e., to discover or develop ideas, to explore

language choices, to argue)

3 | Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

3 | Writing to explore and develop ideas

4 | Drafting, reviewing, and revising (changes that affect meaning)

4 | Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)

Managing, Engaging, and Integrating Sources

4 | Locating, evaluating, and keeping track of sources

4 | Summarizing and analysing source material

4 | Integrating sources

5 | Citing sources

Structure and Language Use

4 | Learning and selecting among different possibilities for organizing argumentative essays

3 | Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)

4 | Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument as Conversation

4 | Using critical reading/viewing to understand others' arguments

4 | Posing and addressing an authentic question or problem, and situating it in the larger conversation

4 | Developing and testing one's own arguments

4 | Using evidence, counterarguments, and logical reasoning to develop and test the thesis

5 | Supporting arguments with credible and relevant evidence

7. Which skills do you believe will be useful to your future writing?

I believe the structure we learned for arguments and addressing counterarguments is something that will benefit me in my political science related career and major.

8. What additional skills do you want to learn?

I want to learn even more about finding specific sources that help your claim, as I felt my research was often sluggish.

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

2   Peer responses to your writing

2   Written reflections about your own writing or writing process

5   Class activities/workshops

5   Instructor Feedback (spoken and written)

Please Explain:

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

I really enjoyed the NPR pieces about disagreement involving immigration. It was eye-opening on biases.

11. List your LEAST FAVORITE readings/viewings in the course.

12. Please rate your instructor from 1-5 on the following:

5   Approachable

5   Invested in your learning

4   Organized and prepared

5   Respectful

5   Knowledgeable about writing

13. What overall rating would you give the instructor?

5

Please Explain:

14. What overall rating would you give the course?

4

Please Explain:

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WRT: 105   **Title:** Is Rational Moral Disagreement Possible   **CRN:** 42968

1. At the beginning of the semester, how interested were you in taking this course?

3

2. How would you rate your current level of interest?

3

Please Explain:

3. Do you feel adequately challenged by this course?

Yes

4. How clear were the following:

4   Course goals

4   Instructions for formal assignments

4   Instructions for informal/homework assignments

4   Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

4   Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

4   Composing for different purposes (i.e., to discover or develop ideas, to explore

	language choices, to argue)
4	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

4	Writing to explore and develop ideas
5	Drafting, reviewing, and revising (changes that affect meaning)
4	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)

Managing, Engaging, and Integrating Sources

5	Locating, evaluating, and keeping track of sources
4	Summarizing and analysing source material
4	Integrating sources
5	Citing sources

Structure and Language Use

4	Learning and selecting among different possibilities for organizing argumentative essays
4	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
3	Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument as Conversation

4	Using critical reading/viewing to understand others' arguments
4	Posing and addressing an authentic question or problem, and situating it in the larger conversation
4	Developing and testing one's own arguments
4	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
4	Supporting arguments with credible and relevant evidence

7. Which skills do you believe will be useful to your future writing?

Using sources, citation, research skills, ability to write research paper.

8. What additional skills do you want to learn?

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

2	Peer responses to your writing
2	Written reflections about your own writing or writing process
3	Class activities/workshops
5	Instructor Feedback (spoken and written)

Please Explain:

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

Feldman

11. List your LEAST FAVORITE readings/viewings in the course.

Stickler

12. Please rate your instructor from 1-5 on the following:

5	Approachable
5	Invested in your learning

4	Organized and prepared
4	Respectful
4	Knowledgeable about writing

13. What overall rating would you give the instructor?

| 5 |

Please Explain:

14. What overall rating would you give the course?

| 4 |

Please Explain:

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All likert scale responses are on a scale of 1 to 5.
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WRT: 105   **Title:** Is Rational Moral Disagreement Possible   **CRN:** 42968

1. At the beginning of the semester, how interested were you in taking this course?

3

2. How would you rate your current level of interest?

4

Please Explain:

I initially intended to take a different writing course, however my intended class was full. I am somewhat interested in philosophy, so I had a moderate amount of interest in the ethical and epistemological aspects of this course. After reading the assigned articles, I am more interested in the field and would like to read further literature on the subject, though my overall academic goals have not changed.

3. Do you feel adequately challenged by this course?

Yes, the variations between formal assignments challenge me to write for specific audiences and for specific purposes, rather than the more vanilla argumentative papers I was used to in high school writing courses.

4. How clear were the following:

5 Course goals

5 Instructions for formal assignments

5 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

4 Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

5 Composing for different purposes (i.e., to discover or develop ideas, to explore

language choices, to argue)

| 4 | Composing in different modes/genres (e.g., blogging, academic analysis, presentations) |

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

| 4 | Writing to explore and develop ideas |

| 5 | Drafting, reviewing, and revising (changes that affect meaning) |

| 4 | Editing Strategies (changes that don't affect meaning: e.g., typos, etc.) |

Managing, Engaging, and Integrating Sources

| 4 | Locating, evaluating, and keeping track of sources |

| 5 | Summarizing and analysing source material |

| 5 | Integrating sources |

| 5 | Citing sources |

Structure and Language Use

| 4 | Learning and selecting among different possibilities for organizing argumentative essays |

| 5 | Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion) |

| 4 | Making sentence-level choices that purposefully enhance meaning for the intended reader |

Argument as Conversation

| 5 | Using critical reading/viewing to understand others' arguments |

| 5 | Posing and addressing an authentic question or problem, and situating it in the larger conversation |

| 4 | Developing and testing one's own arguments |

| 5 | Using evidence, counterarguments, and logical reasoning to develop and test the thesis |

| 5 | Supporting arguments with credible and relevant evidence |

7. Which skills do you believe will be useful to your future writing?

As the majority of my future writing will be scientific, I believe that gathering and interpreting evidence from many different sources as well as writing with specific audiences in mind will be very helpful.

8. What additional skills do you want to learn?

I would like to learn to be a bit more concise when I write, as I can often go off on a tangent and explain too much detail on certain topics that is not necessary to the argument.

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

3   Peer responses to your writing

5   Written reflections about your own writing or writing process

5   Class activities/workshops

5   Instructor Feedback (spoken and written)

Please Explain:

I generally didn't get too much help from peer feedback, as they mainly criticized weak points I had already noticed. The instructor feedback and workshops, however, were much more helpful in writing my final drafts for my paper.

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

The Johnson reading regarding the process of writing was by far my favorite, as it helped me in my planning and writing process for drafts in particular. I honestly wish I had read it much sooner. The Gage reading was also very helpful in writing and evaluating theses.

11. List your LEAST FAVORITE readings/viewings in the course.

The Feldman article was helpful in content, the only problem was the difficulty in citing the article when necessary in formal assignments.

12. Please rate your instructor from 1-5 on the following:

5   Approachable

5   Invested in your learning

5	Organized and prepared
5	Respectful
5	Knowledgeable about writing

13. What overall rating would you give the instructor?

| 5 |

Please Explain:

> I had no problems with the instructor, as she was very helpful in all phases of writing and provided very useful materials in the course.

14. What overall rating would you give the course?

| 5 |

Please Explain:

> I would definitely recommend this course to a peer, as it has markedly increased my writing literacy and ability to argue effectively.

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WRT: 105   **Title:** Is Rational Moral Disagreement Possible   **CRN:** 42968

1. At the beginning of the semester, how interested were you in taking this course?

4

2. How would you rate your current level of interest?

5

Please Explain:

The class teaches a lot of skills, rather than teaching facts

3. Do you feel adequately challenged by this course?

Yes

4. How clear were the following:

4   Course goals

5   Instructions for formal assignments

5   Instructions for informal/homework assignments

5   Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

4   Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

5   Composing for different purposes (i.e., to discover or develop ideas, to explore

language choices, to argue)

| 4 | Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

| 5 | Writing to explore and develop ideas

| 5 | Drafting, reviewing, and revising (changes that affect meaning)

| 5 | Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)

Managing, Engaging, and Integrating Sources

| 5 | Locating, evaluating, and keeping track of sources

| 4 | Summarizing and analysing source material

| 5 | Integrating sources

| 4 | Citing sources

Structure and Language Use

| 4 | Learning and selecting among different possibilities for organizing argumentative essays

| 5 | Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)

| 5 | Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument as Conversation

| 3 | Using critical reading/viewing to understand others' arguments

| 5 | Posing and addressing an authentic question or problem, and situating it in the larger conversation

| 4 | Developing and testing one's own arguments

| 5 | Using evidence, counterarguments, and logical reasoning to develop and test the thesis

| 5 | Supporting arguments with credible and relevant evidence

7. Which skills do you believe will be useful to your future writing?

How to write from a readers perspective

8. What additional skills do you want to learn?

N/A

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

3   Peer responses to your writing

4   Written reflections about your own writing or writing process

5   Class activities/workshops

5   Instructor Feedback (spoken and written)

Please Explain:

Peer feedback was ok but I think that it's hard to accept criticism from peers

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

The video of Bert and Ernie where a banana-to-the-ear protects them from animal attacks.

But if not that then the article about authentic questions

11. List your LEAST FAVORITE readings/viewings in the course.

I don't think I ever strongly disliked any

12. Please rate your instructor from 1-5 on the following:

5   Approachable

5   Invested in your learning

5	Organized and prepared
5	Respectful
5	Knowledgeable about writing

13. What overall rating would you give the instructor?

| 5 |

Please Explain:

I felt that she was both passionated AND skilled in teaching this course.

14. What overall rating would you give the course?

| 5 |

Please Explain:

N/A

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end

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WRT: 105   **Title:** Is Rational Moral Disagreement Possible   **CRN:** 42968

1. At the beginning of the semester, how interested were you in taking this course?

3

2. How would you rate your current level of interest?

5

Please Explain:

As someone who is not much of a writer/reader, who is much more involved in science, I was skeptical about the class. Since then though, I have gotten invested in our discussions and have enjoyed engaging in class. This course reminds me of my classes in high school, and I like that a lot.

3. Do you feel adequately challenged by this course?

In some aspects yes. I had a teacher my senior year of high school who was also a college english professor, so he did a lot of prepare for things that ended up being a part of this class, so I don't think I was as challenged as I would have been had I not been so prepared.

4. How clear were the following:

5 Course goals

5 Instructions for formal assignments

5 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

5 Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

5 Composing for different purposes (i.e., to discover or develop ideas, to explore

language choices, to argue)

| 4 | Composing in different modes/genres (e.g., blogging, academic analysis, presentations) |

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

| 5 | Writing to explore and develop ideas |

| 5 | Drafting, reviewing, and revising (changes that affect meaning) |

| 5 | Editing Strategies (changes that don't affect meaning: e.g., typos, etc.) |

Managing, Engaging, and Integrating Sources

| 5 | Locating, evaluating, and keeping track of sources |

| 5 | Summarizing and analysing source material |

| 5 | Integrating sources |

| 5 | Citing sources |

Structure and Language Use

| 5 | Learning and selecting among different possibilities for organizing argumentative essays |

| 5 | Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion) |

| 4 | Making sentence-level choices that purposefully enhance meaning for the intended reader |

Argument as Conversation

| 5 | Using critical reading/viewing to understand others' arguments |

| 5 | Posing and addressing an authentic question or problem, and situating it in the larger conversation |

| 5 | Developing and testing one's own arguments |

| 5 | Using evidence, counterarguments, and logical reasoning to develop and test the thesis |

| 5 | Supporting arguments with credible and relevant evidence |

7. Which skills do you believe will be useful to your future writing?

I am not so sure this is a skill, but something I would like to do in the future is the draft + feedback style, it has been extremely helpful for me.

8. What additional skills do you want to learn?

How to write out better drafts, instead of outlining

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

5   Peer responses to your writing

3   Written reflections about your own writing or writing process

5   Class activities/workshops

5   Instructor Feedback (spoken and written)

Please Explain:

I would say I did not gain that much from reflections, as I am constantly thinking about things I could have done better, and do not really need a formal reflection to do that.

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

Feldman article, the podcasts, the meat articles

11. List your LEAST FAVORITE readings/viewings in the course.

not sure?? (sorry)

12. Please rate your instructor from 1-5 on the following:

5   Approachable

5   Invested in your learning

5	Organized and prepared
5	Respectful
5	Knowledgeable about writing

13. What overall rating would you give the instructor?

| 5 |

Please Explain:

Kelley is what has made this course so great. She is energetic, fun, and has an overall great approach to class. She makes herself approachable and is always willing to help. Her instruction has helped me a lot in this class.

14. What overall rating would you give the course?

| 5 |

Please Explain:

Maybe be less strict about informal assignments?

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1. At the beginning of the semester, how interested were you in taking this course?

4

2. How would you rate your current level of interest?

4

Please Explain:

I wanted to pick this course because I'm interested in some of the interesting moral dilemmas in society. I truly enjoyed the class when we discussed things like meat eating. However, this is a writing class, and I just feel there is a lack of back and forth in terms of writing the argumentative essays. I want to hear things like your conclusion is wrong because of this, this and, this. Then I come back and say but I am right because of that, that and, that.

3. Do you feel adequately challenged by this course?

Definitely, the essays are not something that I have written before. The level of detail and content required is unlike what I have wrote in high school.

4. How clear were the following:

5   Course goals

5   Instructions for formal assignments

5   Instructions for informal/homework assignments

5   Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

4   Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

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language choices, to argue)

| 4 | Composing in different modes/genres (e.g., blogging, academic analysis, presentations) |

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

| 4 | Writing to explore and develop ideas |

| 5 | Drafting, reviewing, and revising (changes that affect meaning) |

| 3 | Editing Strategies (changes that don't affect meaning: e.g., typos, etc.) |

Managing, Engaging, and Integrating Sources

| 5 | Locating, evaluating, and keeping track of sources |

| 5 | Summarizing and analysing source material |

| 5 | Integrating sources |

| 5 | Citing sources |

Structure and Language Use

| 4 | Learning and selecting among different possibilities for organizing argumentative essays |

| 5 | Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion) |

| 3 | Making sentence-level choices that purposefully enhance meaning for the intended reader |

Argument as Conversation

| 4 | Using critical reading/viewing to understand others' arguments |

| 5 | Posing and addressing an authentic question or problem, and situating it in the larger conversation |

| 5 | Developing and testing one's own arguments |

| 5 | Using evidence, counterarguments, and logical reasoning to develop and test the thesis |

| 5 | Supporting arguments with credible and relevant evidence |

7. Which skills do you believe will be useful to your future writing?

It's the combination of all the things we've done and the experience that is most useful. I've gotten better at forming arguments, analyzing arguments, citations, and many other things. The muscle memory of the experience of writing these essays will be helpful in the future.

8. What additional skills do you want to learn?

I'm not sure.

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

5   Peer responses to your writing

2   Written reflections about your own writing or writing process

4   Class activities/workshops

5   Instructor Feedback (spoken and written)

Please Explain:

I feel like reflections are the least helpful, at least for me. I feel like reflections only serve as a reminder of problems I already know instead of a tool to find problems.

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

Norcross, the audio about the town in Alaska

11. List your LEAST FAVORITE readings/viewings in the course.

The other meat-eating article that is not Norcross. ("Meat eating may be ethical in some cases")

12. Please rate your instructor from 1-5 on the following:

5   Approachable

5   Invested in your learning

| 5 | Organized and prepared |

| 5 | Respectful |

| 5 | Knowledgeable about writing |

13. What overall rating would you give the instructor?

| 5 |

Please Explain:

Annesley is both friendly and professional. She tries to make us think more about different things like writing strategies and arguments, but when we do get stuck, she also have things to guide us along.

14. What overall rating would you give the course?

| 5 |

Please Explain:

Not much, the complaint I have is having to write but this is a writing class so it would be weird to remove writing.

Kelley	Annesley

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1. At the beginning of the semester, how interested were you in taking this course?

5

2. How would you rate your current level of interest?

5

Please Explain:

This is a topic I was interested in and I was genuinely interested in the content and topics discussed.

3. Do you feel adequately challenged by this course?

Yes

4. How clear were the following:

5   Course goals

5   Instructions for formal assignments

5   Instructions for informal/homework assignments

4   Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

5   Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

4   Composing for different purposes (i.e., to discover or develop ideas, to explore

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| 5 | Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

| 5 | Writing to explore and develop ideas

| 5 | Drafting, reviewing, and revising (changes that affect meaning)

| 5 | Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)

Managing, Engaging, and Integrating Sources

| 5 | Locating, evaluating, and keeping track of sources

| 5 | Summarizing and analysing source material

| 5 | Integrating sources

| 5 | Citing sources

Structure and Language Use

| 3 | Learning and selecting among different possibilities for organizing argumentative essays

| 5 | Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)

| 5 | Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument as Conversation

| 5 | Using critical reading/viewing to understand others' arguments

| 5 | Posing and addressing an authentic question or problem, and situating it in the larger conversation

| 5 | Developing and testing one's own arguments

| 5 | Using evidence, counterarguments, and logical reasoning to develop and test the thesis

| 5 | Supporting arguments with credible and relevant evidence

7. Which skills do you believe will be useful to your future writing?

Formulating effective counterarguments

Effective source use

Drafting, writing and editing lengthy pieces of academic writing

8. What additional skills do you want to learn?

There are no additional skills that I can think of right now.

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

5   Peer responses to your writing

4   Written reflections about your own writing or writing process

5   Class activities/workshops

5   Instructor Feedback (spoken and written)

Please Explain:

The peer feedback was especially helpful, as receiving input from different people for different assignments helped me to think more critically about my writing style and helped me to develop my argumentative essays over time. Seeing other people's writing also gave me insight into how I can improve my own writing.

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

Feldman's "Reasonable Religious Disagreement"

Norcross "Puppies, Pigs and People"

11. List your LEAST FAVORITE readings/viewings in the course.

There were no readings that I particularly disliked.

12. Please rate your instructor from 1-5 on the following:

5   Approachable

5   Invested in your learning

| 5 | Organized and prepared |

| 5 | Respectful |

| 5 | Knowledgeable about writing |

13. What overall rating would you give the instructor?

| 5 |

Please Explain:

She is really friendly and approachable and always comes to class prepared. She gives really helpful feedback and makes herself available outside of class time and office hours so we can discuss our assignments with her.

14. What overall rating would you give the course?

| 4 |

Please Explain:

I think some of the workshops like editing could have been done a bit earlier in the course to help with the earlier formal assignments, but otherqise, the course was well structured and helpful overall.

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1. At the beginning of the semester, how interested were you in taking this course?

5

2. How would you rate your current level of interest?

4

Please Explain:

Initially I thought the class was a bit different from the course materials I got exposed to throughout the semester.However, different as it was it shifted my whole take and perception about writing and reading philosophical based scholarly research. Writing became a task that was relatively enjoyable as opposed to the complicated and time consuming task I had earlier thought it was which is why my interest grew and improved.

3. Do you feel adequately challenged by this course?

Yes. Particularly with regards to immersing myself in a completely new academic domain both in respect to the content I read as well as the information availed to me.

4. How clear were the following:

5   Course goals

4   Instructions for formal assignments

5   Instructions for informal/homework assignments

4   Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

4   Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

4   Composing for different purposes (i.e., to discover or develop ideas, to explore

language choices, to argue)

| 3 | Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

| 5 | Writing to explore and develop ideas

| 5 | Drafting, reviewing, and revising (changes that affect meaning)

| 4 | Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)

Managing, Engaging, and Integrating Sources

| 5 | Locating, evaluating, and keeping track of sources

| 4 | Summarizing and analysing source material

| 5 | Integrating sources

| 5 | Citing sources

Structure and Language Use

| 4 | Learning and selecting among different possibilities for organizing argumentative essays

| 5 | Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)

| 5 | Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument as Conversation

| 5 | Using critical reading/viewing to understand others' arguments

| 5 | Posing and addressing an authentic question or problem, and situating it in the larger conversation

| 5 | Developing and testing one's own arguments

| 5 | Using evidence, counterarguments, and logical reasoning to develop and test the thesis

| 5 | Supporting arguments with credible and relevant evidence

7. Which skills do you believe will be useful to your future writing?

The ability to plan and execute any writing task in a given time frame is a useful skill that this course has offered me and will definitely be useful in the future.

Patience in the level of work I put out and the believe that over time, with adequate revision and re-reading it can be better.

8. What additional skills do you want to learn?

I would love to learn format of different writing papers. Although this may not necessarily be applicable in this particular class, having a chance to go through the different formats would be ideal and a great skill to take away.

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

5   Peer responses to your writing

5   Written reflections about your own writing or writing process

4   Class activities/workshops

5   Instructor Feedback (spoken and written)

Please Explain:

Seeing that this class was particularly challenging to me at the beginning, having an instructor who was as invested in my learning and overall growth in the course gave me a chance to better position myself with respect to the class and growing generally as a writer.

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

The articles about Physician Assisted Suicide.

11. List your LEAST FAVORITE readings/viewings in the course.

Sommers and Gage reading.

12. Please rate your instructor from 1-5 on the following:

5   Approachable

5   Invested in your learning

5	Organized and prepared
5	Respectful
5	Knowledgeable about writing

13. What overall rating would you give the instructor?

| 5 |

Please Explain:

She was/ is offers valuable feedback and guided me throughout my writing process which made me feel that she was as invested in my course journey as I was.

14. What overall rating would you give the course?

| 4 |

Please Explain:

Maybe diversity with respect to authors and culture as this could provide some level of relatability to international students like myself since some of the issues at hand felt too far out of reach and understanding.

Submitted Final Evaluation For

Spring 2019

end

All likert scale responses are on a scale of 1 to 5.
Any blanks were left empty by the student or chosen as N/A.

WRT: 105 **Title:** Is Rational Moral Disagreement Possible **CRN:** 42968

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1. At the beginning of the semester, how interested were you in taking this course?

2

2. How would you rate your current level of interest?

3

Please Explain:

I would not have taken a writing course if I had the choice, but I do think that this class has been helpful to me

3. Do you feel adequately challenged by this course?

Yes - the expectations for my writing are at an adequate level

4. How clear were the following:

5 Course goals

5 Instructions for formal assignments

4 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

4 Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

3 Composing for different purposes (i.e., to discover or develop ideas, to explore

language choices, to argue)

| 3 | Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

| 5 | Writing to explore and develop ideas

| 5 | Drafting, reviewing, and revising (changes that affect meaning)

| 4 | Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)

Managing, Engaging, and Integrating Sources

| 4 | Locating, evaluating, and keeping track of sources

| 5 | Summarizing and analysing source material

| 5 | Integrating sources

| 5 | Citing sources

Structure and Language Use

| 3 | Learning and selecting among different possibilities for organizing argumentative essays

| 4 | Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)

| 5 | Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument as Conversation

| 4 | Using critical reading/viewing to understand others' arguments

| 5 | Posing and addressing an authentic question or problem, and situating it in the larger conversation

| 5 | Developing and testing one's own arguments

| 5 | Using evidence, counterarguments, and logical reasoning to develop and test the thesis

| 5 | Supporting arguments with credible and relevant evidence

7. Which skills do you believe will be useful to your future writing?

My ability to evaluate my writing in terms of how well it furthers the thesis, and identifying steps I need to take to get there

8. What additional skills do you want to learn?

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

3 Peer responses to your writing

3 Written reflections about your own writing or writing process

5 Class activities/workshops

4 Instructor Feedback (spoken and written)

Please Explain:

Sometimes my drafts were underdeveloped so feedback I got was not super useful. Peer feedback sometimes felt a little constrained to whatever prompts that were given (for example, I felt like the prompt of "identify the authentic question" made for some feedback that didn't feel helpful because I mostly already know my authentic question). Having us explain what type of feedback would be helpful in our reflections was useful, though.

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

the animal ethics papers

11. List your LEAST FAVORITE readings/viewings in the course.

feldman

12. Please rate your instructor from 1-5 on the following:

4 Approachable

5 Invested in your learning

5	Organized and prepared
5	Respectful
4	Knowledgeable about writing

13. What overall rating would you give the instructor?

| 4 |

Please Explain:

> She takes a laid back approach to class which means the students can guide any discussion, which I like. I also like that she uses example writing samples to show different concepts to us and having us identify problems with and edit them gives us practice to do so on our own work.

14. What overall rating would you give the course?

| 4 |

Please Explain:

Submitted Final Evaluation For

Spring 2019

end

All likert scale responses are on a scale of 1 to 5.
Any blanks were left empty by the student or chosen as N/A.

WRT: 105   **Title:** Is Rational Moral Disagreement Possible   **CRN:** 42968

1. At the beginning of the semester, how interested were you in taking this course?

5

2. How would you rate your current level of interest?

4

Please Explain:

I was very interested in philosophy and writing about various moral disagreement coming in. The professor was great and provided amazing guidance throughout the semester that kept me intrigued when it comes to the many topics we were discussing. I just feel as though I may have overestimated my ability as a philosophical thinker, and think I need to work on my articulation and writing skills before I take another course like this.

3. Do you feel adequately challenged by this course?

I do feel adequately challenged by the course. I think that you have to truly work hard to succeed and have effective writing.

4. How clear were the following:

5   Course goals

5   Instructions for formal assignments

5   Instructions for informal/homework assignments

5   Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

5   Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

5   Composing for different purposes (i.e., to discover or develop ideas, to explore

language choices, to argue)

| 5 | Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

| 5 | Writing to explore and develop ideas

| 5 | Drafting, reviewing, and revising (changes that affect meaning)

| 5 | Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)

Managing, Engaging, and Integrating Sources

| 5 | Locating, evaluating, and keeping track of sources

| 5 | Summarizing and analysing source material

| 5 | Integrating sources

| 5 | Citing sources

Structure and Language Use

| 5 | Learning and selecting among different possibilities for organizing argumentative essays

| 5 | Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)

| 5 | Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument as Conversation

| 5 | Using critical reading/viewing to understand others' arguments

| 5 | Posing and addressing an authentic question or problem, and situating it in the larger conversation

| 5 | Developing and testing one's own arguments

| 5 | Using evidence, counterarguments, and logical reasoning to develop and test the thesis

| 5 | Supporting arguments with credible and relevant evidence

7. Which skills do you believe will be useful to your future writing?

> I think that many of the revision skills that the professor suggested will come in handy. For instance, creating a reverse outline or reading your paper from the bottom up are simple suggestions that have made a tremendous difference in the way I think about writing and how I draft my piece.

8. What additional skills do you want to learn?

> I would like to learn how to develop my thoughts more properly and coherently. I believe that working with the professor this semester has definitely helped me do better -- however, I think that I should be at a level higher than what I exhibit, and much if it has to do with learning to develop the skill of clarity and effective articulation.

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

| 5 | Peer responses to your writing |

| 5 | Written reflections about your own writing or writing process |

| 5 | Class activities/workshops |

| 5 | Instructor Feedback (spoken and written) |

Please Explain:

> These were very useful because they incorporated discussion among students and we were able to bounce ideas off of each other.

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

> Feldman; Brock and Arras

11. List your LEAST FAVORITE readings/viewings in the course.

> the one about the animals and not eating meat

12. Please rate your instructor from 1-5 on the following:

| | Approachable |

| | Invested in your learning |

- [ ] Organized and prepared
- [ ] Respectful
- [ ] Knowledgeable about writing

13. What overall rating would you give the instructor?

| 5 |

Please Explain:

> Dr. Annesley was PHENOMENAL. I was thriving during office hours.
>
>
> I think that the professor was very helpful in pointing out where my writing seemed unclear or lacking -- and I believe that it really allowed me to think deeper about my writing. I believe that my writing skills improved under her guidance and that I am much better at critical thinking after I took this course.

14. What overall rating would you give the course?

| 4 |

Please Explain:

> No changes -- I think the course is good as is.

Submitted Final Evaluation For

Spring 2019

end

All likert scale responses are on a scale of 1 to 5.
Any blanks were left empty by the student or chosen as N/A.

WRT: 105   **Title:** Is Rational Moral Disagreement Possible   **CRN:** 42968

1. At the beginning of the semester, how interested were you in taking this course?

4

2. How would you rate your current level of interest?

4

Please Explain:

I think my interest has remained the same. The topics we have discussed have kept me interested and I've engaged myself with nearly every topic in this class. I'd like to continue thinking about many of the ideas about disagreement brought up in this class.

3. Do you feel adequately challenged by this course?

Yes, the intellectual challenges posed by this course were certainly enough to think about. I think the level of rigor was appropriate as well, with a steady dose of informal and formal assignments throughout the semester.

4. How clear were the following:

5   Course goals

4   Instructions for formal assignments

4   Instructions for informal/homework assignments

5   Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

5   Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

5   Composing for different purposes (i.e., to discover or develop ideas, to explore

	language choices, to argue)
5	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

5	Writing to explore and develop ideas
4	Drafting, reviewing, and revising (changes that affect meaning)
2	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)

Managing, Engaging, and Integrating Sources

4	Locating, evaluating, and keeping track of sources
5	Summarizing and analysing source material
5	Integrating sources
5	Citing sources

Structure and Language Use

4	Learning and selecting among different possibilities for organizing argumentative essays
5	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
5	Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument as Conversation

5	Using critical reading/viewing to understand others' arguments
5	Posing and addressing an authentic question or problem, and situating it in the larger conversation
4	Developing and testing one's own arguments
5	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
5	Supporting arguments with credible and relevant evidence

7. Which skills do you believe will be useful to your future writing?

I think the skills I gained in terms of structural organization of argumentative essays will come in handy the most; also, the skills I developed in terms of writing to an audience and establishing the "so what" for a given topic will serve me well in writing philosophy papers going forward.

8. What additional skills do you want to learn?

I want to learn more speaking skills and particularly those skills related to having a disagreement and an argument with in conversation. I hope to become a better communicator orally, as I've seen much improvement in my writing already.

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

5   Peer responses to your writing

4   Written reflections about your own writing or writing process

4   Class activities/workshops

5   Instructor Feedback (spoken and written)

Please Explain:

I think the Instructor Feedback that I received was the most clear in conveying a response from the reader. She routinely spoke and wrote, "As a reader..." in response to choices I made in my drafts. For me, hearing from the readers themselves was most effective in showing me the effects of my choices on readers.

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

The interview of the guy who did his own research but then was refuted by a journalist, Feldman's article about disagreement, the song Crash Land by Twin Atlantic, and the video about psychology with the gorilla.

11. List your LEAST FAVORITE readings/viewings in the course.

The political science paper that we read (too much jargon) and the readings from Brock and Arras.

12. Please rate your instructor from 1-5 on the following:

5   Approachable

5   Invested in your learning

4	Organized and prepared
5	Respectful
5	Knowledgeable about writing

13. What overall rating would you give the instructor?

5

Please Explain:

I think Kelley connected very well with the class and made classes very enjoyable. She led well and showed confidence in teaching the material to us. She was incredibly approachable and made herself available for office hours and outside meetings. The feedback she gave on papers and assignments was clear and well-put, helping me make much needed changes.

14. What overall rating would you give the course?

5

Please Explain:

I think the level of class discussion was great, stimulating a lot of great conversation and ideas. The instructor facilitated this aspect very well and took careful notes. I think the workload was manageable and appropriate for a WRT 105 class. I'll say that I would get rid of FA3 personally and start the focus on FA4 much sooner. FA3 didn't seem too relevant or useful for me personally.

Submitted Final Evaluation For

Kelley   Annesley

Spring 2019

end

All likert scale responses are on a scale of 1 to 5.
Any blanks were left empty by the student or chosen as N/A.

WRT: 105   **Title:** Is Rational Moral Disagreement Possible   **CRN:** 42968

1. At the beginning of the semester, how interested were you in taking this course?

3

2. How would you rate your current level of interest?

5

Please Explain:

I was so interested in this topic that next semester I decided to take a class that was more in depth with the same topic.

3. Do you feel adequately challenged by this course?

Not really, I took a similar writing class in high school so I knew what to except.

4. How clear were the following:

5 Course goals

5 Instructions for formal assignments

5 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

5 Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

5 Composing for different purposes (i.e., to discover or develop ideas, to explore

language choices, to argue)

| 5 | Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a "writer's toolkit" by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

| 5 | Writing to explore and develop ideas

| 5 | Drafting, reviewing, and revising (changes that affect meaning)

| 5 | Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)

Managing, Engaging, and Integrating Sources

| 5 | Locating, evaluating, and keeping track of sources

| 5 | Summarizing and analysing source material

| 5 | Integrating sources

| 5 | Citing sources

Structure and Language Use

| 5 | Learning and selecting among different possibilities for organizing argumentative essays

| 5 | Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)

| 5 | Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument as Conversation

| 5 | Using critical reading/viewing to understand others' arguments

| 5 | Posing and addressing an authentic question or problem, and situating it in the larger conversation

| 5 | Developing and testing one's own arguments

| 5 | Using evidence, counterarguments, and logical reasoning to develop and test the thesis

| 5 | Supporting arguments with credible and relevant evidence

7. Which skills do you believe will be useful to your future writing?

I think that using the skills about how to integrate sources into your paper such as putting authors in conversation and how to balance summary and analysis will be very useful going forward.

8. What additional skills do you want to learn?

9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

2   Peer responses to your writing

5   Written reflections about your own writing or writing process

5   Class activities/workshops

5   Instructor Feedback (spoken and written)

Please Explain:

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

Feldman's Reasonable Religious Disagreement. And Norcross's article about eating meat.

11. List your LEAST FAVORITE readings/viewings in the course.

Kahneman's Thinking Fast and Slow

12. Please rate your instructor from 1-5 on the following:

5   Approachable

5   Invested in your learning

| 5 | Organized and prepared |

| 5 | Respectful |

| 5 | Knowledgeable about writing |

13. What overall rating would you give the instructor?

| 5 |

Please Explain:

14. What overall rating would you give the course?

| 5 |

Please Explain: